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ABSTRACT

Recommended student outcomes for school guidance services in grades 7-12 are presented. The outcomes, which are listed separately for each grade level, are the product of two summer task forces which met to develop guidelines for services based on the Rowland Unified School District's philosophy and goals for secondary school counseling and guidance services. The outcomes for each grade are preceded by a philosophy statement which briefly describes the characteristics and needs of students at that level. The emphasis is on educational and vocational guidance. The district's philosophy and goals for counseling and guidance services are also included. One goal is listed for each of four domains (educational, vocational, personal-social, and corrective) and is accompanied by several possible student outcome objectives for fulfilling that goal. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

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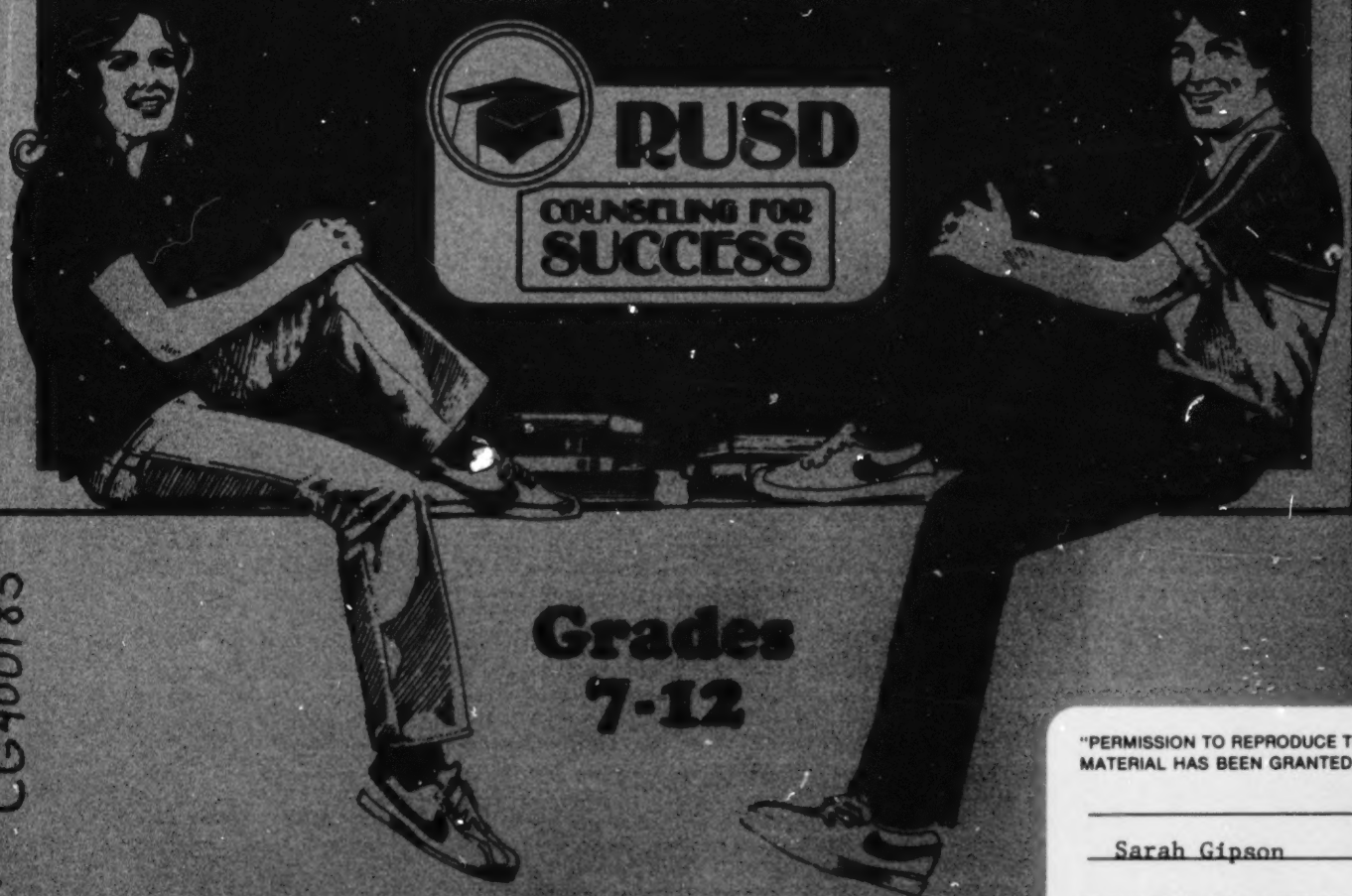
Guidance Services for Students



Grades 7-12

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Rowland Unified School District

ROWLAND UNIFIED SCHOOL DISTRICT

COUNSELING AND GUIDANCE REPORT

August, 1982

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This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

The Rowland Unified School District counselors have participated in an ongoing program to develop the counseling and guidance program.

In August, 1979, the staff presented a paper entitled Counseling and Guidance which set forth philosophy and goals to the Board of Education (see attached). Each school then began to determine priorities and ways to meet these goals.

During the summer of 1981, a High School Task Force of counselors and administrators met to develop specific guidelines for counseling and guidance services that could be provided to all students in the Rowland Unified School District. Specific emphasis was placed on the Goals in the Educational and Vocational Domains with the understanding that further study of the activities related to the Personal-Social and Corrective Domains need to be reviewed at a later time.

During the summer of 1982, an Intermediate School Task Force met to develop student outcomes for grades seventh and eighth, which parallel the Board-adopted philosophy and goals for Secondary School Guidance Services.

The Task Forces developed specific activities that could be guaranteed for students in grades seven through twelve. Of major importance is a recommended change in emphasis. It is recommended that the services to be emphasized will include more .....

- Opportunities for all students to participate in a systematic guidance program
- Academic and career counseling and guidance activities
- Small and large group activities
- Classroom guidance activities
- Involvement of teachers, guidance technicians and other staff
- Referral to community agencies for follow-up Personal/Social counseling

In order to provide a more systematic guidance program, less emphasis will be placed on .....

- Individual counseling, except in cases of self-referral or referred from staff or parents
- Counselor involvement in clerical activities
- Counselor involvement in routine scheduling/testing tasks

It is the goal of the counselors of the Rowland Unified School District to provide opportunities for all students to maximize their achievement and potential and to assist them in planning for responsible membership in the community. We feel that the following outcomes will assist counselors in providing a more systematized program with a clear focus in order to meet this goal.

STUDENT OUTCOMES

FOR

INTERMEDIATE SCHOOLS GUIDANCE SERVICES

Grade 7

Seventh grade is a critical year for students as they are making environmental, personal, and social adjustments. They are also setting patterns for learning that will affect their futures. Therefore, the Rowland Unified intermediate school counselors are committed to providing seventh grade students with a guidance and counseling system that guarantees:

1. Orientation programs and support services to assist students in making a smooth transition from elementary school to intermediate school.

2. Opportunities for each seventh grader to participate in a school orientation unit.

3. Opportunities for each seventh grade student to meet with the counselor for orientation to intermediate school, either individually or in small groups.

4. Orientation, placement, and other counseling services as needed for new seventh grade students enrolling during the school year.

5. Opportunities for each seventh grade student to be screened, referred and scheduled for proper placement.

6. Continuous opportunities for students and parents to request and receive appointments with counselors.

7. Follow-up counseling for each student who is referred by a member of the staff and/or parent.

8. Group and/or individual counseling with students for personal/social guidance.

9. Immediate opportunities for service to students involved in a crisis situation.

10. Opportunities will be provided to increase student's self-awareness.

11. Opportunities will be available to students for guidance in the areas of career awareness and career exploration.

12. Identification of those students who could benefit from alternative learning programs with follow-up counseling to inform the students and their parents of various placement choices.

13. Parent/student conferences with counselors and staff for students having academic, attendance, or behavior problems to seek action for improvement.

14. Prevention counseling to reduce the risk of retention.

15. Development of a remediation plan for students who are retained, or in special programs through group and/or individual counseling.

16. Opportunities for counseling with students who exhibit maladaptive behavior in or out of the classroom setting.

17. Opportunities for students and/or parents to receive information and referrals to counseling and guidance resources in the community.

18. Opportunities for students and/or parents to receive counseling regarding CTBS and/or Rowland Competency testing results and deficiencies to be remediated.

Grade 8

In the eighth grade, most students are ready to begin the process of taking the information and experiences gained in seventh grade and relating them to graduation requirements and high school. The Rowland Unified intermediate school counselors are committed to providing eighth grade students with a guidance and counseling system that guarantees:

1. Orientation programs and support services to assist students in making a smooth transition from intermediate school to high school.

2. Orientation, placement, and other counseling services as needed for students enrolling during the school year.

3. Opportunities for each eighth grade student to be screened, referred, and scheduled for proper placement.

4. Continuous opportunities for students and parents to request and receive appointments with counselors.

5. Follow-up counseling for each student who is referred by a member of the staff and/or parent.

6. Group and/or individual counseling with students for personal/social guidance.

7. Immediate opportunities for service to students involved in a crisis situation.

8. Opportunities will be provided to increase student's self-awareness.

9. Opportunities will be available to students for guidance in the areas of career awareness and career exploration.

10. Identification of those students who could benefit from alternative learning programs with follow-up counseling to inform the students and their parents of various placement choices.

11. Parent/student conferences with counselors and staff for students having academic, attendance, or behavior problems to seek action for improvement.

12. Prevention counseling to reduce the risk of retention.

13. Development of a remediation plan for students who are retained, or in special programs through group and/or individual counseling.

14. Opportunities for counseling with students who exhibit maladaptive behavior in or out of the classroom setting.

15. Opportunities for students and/or parents to receive information and referrals to counseling and guidance resources in the community.

16. Opportunities for students and/or parents to receive counseling regarding CTBS and/or Rowland Competency testing results and deficiencies to be remediated.

17. Notification of students and their parents if graduation requirements cannot be met before the date of graduation and follow-up counseling and guidance for students who need alternative learning programs.

STUDENT OUTCOMES

FOR

HIGH SCHOOLS GUIDANCE SERVICES

Grade 9

Grade nine is often most critical for high school students. They are not only making environmental and social adjustments, but are also setting patterns for academic and vocational learning required for high school graduation, as well as for successful implementation of post-graduate goals. Consequently, the Rowland Unified high school counseling staff is committed to providing opportunities and services that will ensure all ninth grade students opportunities to benefit from a system that guarantees:

1. Opportunities for each ninth grade student to meet with a counselor for orientation to high school, either individually or in small groups.

2. Opportunities for each ninth grade student to be screened, referred, and scheduled for proper placement.

3. Opportunities for each ninth grader to participate in a school orientation unit.

4. Group and/or individual conferencing for all freshmen regarding both minimum competency requirements and testing.

5. Guidance for every ninth grader in starting a career folder that includes development of a three-year academic plan (grades 10-12).

6. Identification of those students who could benefit from alternative learning programs with follow-up counseling to inform the students and their parents of various placement choices.

7. Parent and student counseling conferences for students who demonstrate serious academic, attendance, or behavior problems to seek agreement upon necessary action.

8. Follow-up counseling for each student who is referred by a member of the staff.

9. Continuous opportunities for students and parents to request and receive appointments with counselors.

10. Orientation, placement, transcript evaluation, and other counseling services as needed for new ninth grade students enrolling during the school year.

Grade 10

At the tenth grade, most students are ready to begin the process of taking the information and experiences gained in grade nine and to begin thinking about how such experiences are related to graduation requirements and career planning. In order to continue planning for the future, they need to learn more about themselves. Formal assessment of their current aptitudes, interests, and values can be very beneficial for students during this period. In some instances, students will be discovering how to improve behavior and learning patterns as well. Therefore, the Rowland Unified high school counseling staff will provide opportunities for all tenth graders to interpret and synthesize new information through a guidance system that guarantees:

1. Instruction in the use of a career center and/or career programs.
2. Career assessment testing as well as interpretation of results.
3. Review of graduation requirements, academic progress, career folders, and status of three-year academic plans.
4. Updating conferences regarding minimum competency testing and post-test interpretations.
5. Screening referrals and programming for proper class placement.
6. Identification, individual assessment, and choices for those students who could benefit from alternative program placement and follow-up conferencing. Parent approval is needed and parent support to be sought.
7. Parent/student conferences with counselors and staff for students having serious academic, attendance, or behavior problems to seek action for solving the problems.
8. Follow-up counseling for students referred by the staff.
9. Continuous opportunities for students and/or parents to request and receive appointments with counselors.
10. Orientation, placement, transcript evaluation, and other counseling services as needed for new students enrolling during the school year.

Grade 11

In eleventh grade, students become more specific in their needs because both high school graduation and post high school planning are closer to becoming a reality. Preliminary college, scholarship, and vocational aptitude testing are immediate options that provide a sounder basis for making reasonable decisions

about post high school goals. At the same time, it becomes increasingly important to know that graduation requirements are being met. With these factors in mind, the Rowland Unified high school counseling staff will provide eleventh grade students a guidance and counseling system that guarantees:

1. Instruction and/or review in the use of the career center and/or career programs for all eleventh graders.

2. Communication to all eleventh graders of their options for college, scholarship, and vocational testing, as well as guidance for those who choose to exercise these options.

3. A career/vocational handbook to be used by eleventh graders for discussion and an opportunity to formulate post high school plans.

4. Review of career folders, transcripts, academic progress, minimum competency status, graduation requirements, and three-year academic plans for all students.

5. An invitation to attend career/college information sessions to all eleventh grade students and their parents.

6. Written notification to all eleventh graders and their parents of class and credit status, progress toward meeting graduation requirements, and their minimum competency test results.

7. Identification of candidates for alternative learning programs and follow-up counseling to assess each student's situation and to become informed about the alternative placement options. Parents will be included.

8. Parent/counselor conferences to explore actions for improvement for those students demonstrating serious academic, attendance, and behavior problems.

9. Follow-up counseling for students referred by staff members.

10. Continuous opportunities for students and parents to request and receive appointments with counselors.

11. Orientation, placement, transcript evaluation, and counseling services as needed for new eleventh grade students enrolling during the school year.

Grade 12

The twelfth grader has reached a point where all the decisions, planning, and achievement of the past three grades must be translated into almost immediate, concrete action. Early in the school year, college-bound students need to meet deadlines for S.A.T. or A.C.T. testing, scholarship applications, financial aids, and college admission applications. Others are investigating two-year

college offerings, apprenticeship programs, the military service, or possibilities for immediate employment. Almost all of these options require graduation from high school; therefore, each student must be absolutely sure that all graduation requirements are met; or what alternatives to pursue if they are not. The Rowland Unified high school counseling staff will provide twelfth grade students with a guidance and counseling system that guarantees:

1. The opportunity for all seniors to participate in counseling and guidance activities related to post high school planning, college, and scholarship information, testing, financial aids, military service, and apprenticeship programs.

2. A career/vocational handbook for seniors to be used in reviewing and/or revising post high school plans.

3. An invitation to attend career/college information sessions for seniors and their parents.

4. Updating and reviewing for all seniors and their status in meeting graduation requirements, including necessary parent advisement.

5. Notification of students and their parents if graduation requirements cannot be met before the date of graduation and follow-up counseling and guidance for students who need alternative learning programs to meet graduation requirements.

6. Parent/student conferences with counselors and other staff members to seek necessary solutions for serious academic, attendance, and/or behavior problems.

7. Follow-up counseling for seniors who are referred by staff members.

8. Counseling for all senior students and their parents who request appointments with their counselor.

9. High priority to seniors enrolling during the school year regarding orientation, transcript evaluation, graduation status, program placement, and other counseling services.

ROWLAND UNIFIED SCHOOL DISTRICT

COUNSELING AND GUIDANCE

PHILOSOPHY

The counselors in the Rowland Unified School District are committed to providing services in the manner unique to counseling and guidance which supports and encourages each student's academic growth and performance in the basic skills. Each function performed will be directly or indirectly related to assisting the school, parent, and student to maximize the student's achievement and potential and to equip the student for responsible membership in the community.

GOALS

Goal 1.0 EDUCATIONAL DOMAIN		Grade Levels 7-8	Grade Levels 9-12
Goal:	To encourage and assist students toward the development and achievement of realistic educational goals.		
Possible Student Outcome Objectives:			
1.1	Incoming students will demonstrate awareness of school curriculum opportunities, procedures, behavioral expectations, and available services.	x	x
1.2	Students and parents will select a course of study and education plan that will reflect graduation requirements consistent with their interests and goals.		x
1.3	Students will be placed in classes consistent with their interests and current achievements.	x	x
1.4	Students will maintain a level of educational performance consistent with their demonstrated capabilities.	x	x
1.5	Students will develop a plan for post high school activities and will take steps towards the implementation of this plan.		x
1.6	Students will recognize the economic and personal values of continued learning and training beyond high school.	x	x

			Grade Levels 7-8	9-12
	1.7	Students will make educational decisions and consider alternatives with consideration of their own social, economic, and academic situation.	x	x
	1.8	Students, parents, and the community will demonstrate awareness of the learning opportunities offered.	x	x
	1.9	Students requesting assistance in knowing about financial aid and post high school opportunities will be able to identify available resources.		x
	1.10	The educational program will be enhanced by the participation of pupil personnel staff in curriculum planning.	x	x
Goal	2.0	VOCATIONAL DOMAIN		
	Goal:	To assist students toward the development of realistic career goals.		
	Possible Student Outcome Objectives:			
	2.1	Students will be able to identify alternative career possibilities.	x	x
	2.2	Students will be able to identify their achievements, skills, aptitudes, and interests.	x	x
	2.3	Students will be able to relate a specific high school course of study to their tentative career choices.		x
	2.4	Students will develop salable skills as a result of curriculum that prepares them in specific occupational fields and provides potential job opportunities at grade twelve.		x
	2.5	Students will be acquainted with various career training programs (including continuing education) relative to their career goal.		x
	2.6	Seniors will possess plans for making the transition from high school to their post high school goals.		x

			Grade Levels 7-8	9-12
	2.7	Students will be able to identify job seeking and job holding skills and current employment demands.		x
	2.8	Students will develop the social skills which are needed for continuous employment.		x
	2.9	Students will possess tentative career plans which reflect self data and current career information.		x
	2.10	Students who request Work Experience will participate in a program appropriate to their career development.		x
Goal	3.0	PERSONAL-SOCIAL DOMAIN		
	Goal:	To assist students to improve personal-social relationships, opportunities and expectancies that affect their educational and vocational progress.		
	Possible Student Outcome Objectives:			
	3.1	Students will develop feelings of self-worth.	x	x
	3.2	Students will demonstrate skills to cope in various interpersonal settings.	x	x
	3.3	Students will be able to state their personal values.	x	x
	3.4	Students will be able to identify the roots of prejudice and offer alternative behaviors.	x	x
	3.5	Students will demonstrate communication skills.	x	x
	3.6	Students will develop and use decision-making skills.	x	x
	3.7	Students who are identified as potential dropouts will participate in an educational program where they may experience success.	x	x
	3.8	Students will demonstrate leisure time activities that are appropriate to their interests and skills and which are socially acceptable and personally satisfying.	x	x

			Grade Levels 7-8	Grade Levels 9-12
	3.9	Students who are identified as having financial problems will be assisted to utilize available resources of the district and community in providing for educational, personal, and health needs.	x	x
Goal	4.0	CORRECTIVE DOMAIN		
	Goal:	To assist students and staff define individual problems and provide appropriate interventions.		
	Possible Student Outcome Objectives:			
	4.1	Students referred for attendance problems will be able to identify the characteristics of their problem, identify their own personal characteristics, and possess a plan to diminish or cope with the attendance problem.	x	x
	4.2	Students referred for achievement problems will be able to identify the characteristics of their problem, identify their own personal learning characteristics, and possess a plan to diminish or cope with the achievement problem.	x	x
	4.3	Students referred for personal problems will be able to identify the characteristic of their problem, identify their own personal characteristics, and possess a plan to diminish or cope with the personal problem.	x	x
	4.4	Students who have mental and/or physical health problems will develop plans to cope with them.	x	x
	4.5	Students with specific social and/or home problems will develop plans to cope with them.	x	x

RJL/jds
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